

Objectives of this Didactic Unit

To deduce form and function of zero and first conditional. To use the zero and first conditional sentence and the vocabulary of money of this unit with accuracy. To read, listen and understand short oral and written texts about money matters. To give their opinions and attitudes towards the use of money giving reasons. To say the cause and effect of something. To be able to distinguish the phonemes /s/ and /ʃ/. To interact with their partners, participate actively in classroom activities in pairs or in groups and appreciate the advantages of working in groups. To show a responsible attitude towards consumerism and money. To elaborate a survey about the things in which British and Spanish young people spend their money.

Contribution to the acquisition of the basic competences

Linguistic competence (the four skills are practised in this unit, so we contribute to our students' development of the ability to express themselves both orally and writtenly), digital competence and competence for the treatment of information (in sessions 6 and 7 where students have to use computers and Internet), learning to learn competence (for instance in the ice-breaker "explaining words" in session 3) and competence for autonomy and personal initiative (for example in the final task where they have to work in groups and they develop their capability of taking decisions, planning and organising).

2. CONTENTS

Listening, speaking and talking

Listening and understanding short interviews and conversations. Giving reasons orally. Using pair and group work activities to improve speaking skills. Identifying general and specific information in an oral conversation. Accepting errors as a necessary part of oral communication. Recognizing the importance of being able to communicate orally in a FL.

Reading and writing

Reading and understanding texts related to money matters. Writing a short text describing ways of spending money. Identifying general and specific information in a reading text and predicting the unknown vocabulary in context. Using the linguistic structures, vocabulary and cohesive devices given to produce a short written text. Identifying the information in a text and using it to produce a similar one. Developing a positive attitude towards the careful presentation of written texts.

Language knowledge

Linguistic knowledge. Zero and first conditional. Because, therefore, so, since. Expressing facts and habits and talking about things that can occur in the future. Expressing different ways of giving

reasons. Vocabulary: adjectives and nouns related to money (cash, coin, note, cheap ...). Pronunciation: /s/ or /ʃ/ phonemes. Recognizing and using the grammatical structure and the vocabulary of the unit. Using different ice-breakers to learn and revise grammar and vocabulary. **Learning awareness.** Using vocabulary strategies such as explaining words to others to remember vocabulary. Developing an increasing interest towards the learning opportunities in the classroom.

Sociocultural aspects and intercultural consciousness

Consumerism and other ways of using money (charity, helping friends, family...). Surfing the net, discussing and using reading texts to learn more about different ways of spending money of British and Spanish young people. Developing a responsible attitude towards consumerism and money.

3. ACTIVITIES AND SESSIONS

Session 1: Presentation of the unit and vocabulary

- **ACTIVITY 1:** Warming-up. Presentation of the unit: Predicting the content of the unit: topic, grammar, vocabulary and sociocultural aspects. **Goal:** To connect with the student's previous knowledge, to make them aware of what they have to learn at the end of the topic and to raise student's interest on the topic. **Time:** 25' **Grouping:** Whole class-activity. **Description:** We will elicit the topic, possible vocabulary of the unit and the grammar through questions such as "According to the title what is the unit about? What do you think it is the vocabulary we will see throughout it? (give them clues) Then, the teacher plays the song "Can't buy my love" once. Then, he/she gives the lyric of the song to the students and they listen to it again. First, students pay attention to the grammar of the lyric (we will introduce the first conditional). Then, students answer two questions: Do you think that money can buy everything? Do you think that it's possible to buy someone's love with money?
- **ACTIVITY 2:** Presentation and practice of vocabulary. **Goal:** to present and work on the vocabulary of the unit and to pronounce it correctly. **Time:** 20' **Grouping:** Individually. **Description:** students have to match the words in a box (banknote, cash, wallet...) with the pictures. Then, the teacher plays the recording and tells the students to listen and repeat words paying attention to the correct pronunciation and checking their answers. (Exercise 1) After that, students use the words in the box to complete several sentences. (Exercise 2). **Fast finishers** are challenge to do an **extension activity:** they must try to give five more words related with money and make a sentence with each of them.
- **ACTIVITY 3:** time filler: a money quiz! **Goal:** to relax students at the end of the class and to make them feel comfortable at the same time that we are practising the listening skill and revising the contents of the session. **Time:** 10' **Grouping:** Individually. **Description:** Students do the money quiz. They have 6 questions with three possible answers (e.g. The currency in the UK is:

a) Euro b) Pound c) Yen) Then they listen to the tape and check their answers.

Session 2: Reading and Listening

- **ACTIVITY 1:** Ice-breaker: “the history of money quiz” **Goal:** Enlarged student’s vocabulary on the topic and raise their interest. **Time:** 10’ **Grouping:** Individual activity. **Description:** The teacher tells the students to do the quiz about the history of money. If they aren’t sure, they should guess. They have to guess the order of events (e.g. people using animals to pay for things, people started to use silver coins...) and match them to the time periods.
- **ACTIVITY 2:** Reading comprehension “Rich... and happy?” **Goal:** to improve the reading comprehension of pupils and to get in touch with the vocabulary and grammatical aspect of the unit. **Time:** 25’ **Grouping:** group-work. **Description:** pre-reading: teacher introduces the reading by asking students to suggest legal ways of making a lot of money. He/she tells the students they are now going to read about an aristocrat, a self-made millionaire and a lottery winner. Teacher elicits guesses from students as to which extract was said by who, and why they think so, but doesn’t confirm yet. While-reading: teacher puts students in groups of three. He/she gives them three minutes to read and try to remember their texts. They are encouraged to guess any new vocabulary from context. Students tell each other from memory about their different people. If students did the previous stage well, they are encouraged to answer the questions in their groups orally without rereading (those who are not capable can read the text again -activity at two levels). Check answers. Finally, students discuss the questions in groups. Teacher gets feedback of opinions and experiences. As a post-reading activity students have to write a brief paragraph about the following question: “Does money give happiness?” (If there isn’t enough time in the session they will finish it as **homework**).
- **ACTIVITY 3:** Listening comprehension: a conversation between a reporter and two different people with lottery tickets who will answer questions about what they will do with the money if they won the prize. **Goal:** to improve the listening comprehension of pupils and to get in touch with the grammatical aspect of the unit: the first conditional. **Time:** 20’ **Grouping:** 1st part: in pairs/ 2nd and 3rd part: individually. **Description:** Pre-listening (speaking): in pairs students read the questions of the listening-comprehension exercise and comment on the possible content of the conversation. While listening (answering the questions): the teacher checks that all the students understand perfectly well the questions proposed, writes on the blackboard key difficult words and expressions of the conversation and explains the meaning and plays the conversation twice. The third time the teacher stops the CD in the key sentences necessary to answer, checks the answers and writes them on the blackboard.

Session 3: Presentation and practice of grammar.

- **ACTIVITY 1:** Ice-breaker (Explaining words) **Goal:** to practise learning strategies to remember vocabulary and to foster autonomous learning. **Time:** 10' **Grouping:** pair-work activity. **Description:** students in pairs brainstorm words related to money matters, make a list of 10, then re-pair and have to explain the words to their new partner.
- **ACTIVITY 2:** grammar presentation **Goal:** to infer the rule of zero and first conditional sentences. To describe facts and habits. To talk about things that can occur in the future. **Time:** 45' **Grouping:** pair and individual work. **Description:** students have to make a quiz: How important is money to you? What will you do if... Teacher stresses that students should imagine themselves in these situations. In pairs, they each choose an answer and circle it, and then explain their choices. Get feedback of different answers and reasons. Students turn to Quiz answers and work out their scores. Teacher gets feedback to find out which category students are in and if they agree. Afterwards, students focus on the examples in a box, presenting the form and uses of the conditionals. In pairs, they have to infer the rules of zero and first conditional sentences. Check answers. Teacher should highlight the difference in form and meaning between the zero and first conditional, that the *if* clause can come first or second and that if the *if-clause* comes first, it is separated from the main clause by a comma. Students make the some grammatical activities individually but then compare with a partner before checking answers: circle the correct tense and filling gaps (activities at two levels). As homework they will be given some **reinforcement grammatical activities** for weak learners and **extension activities** for strong learners. Teacher will collect them in three days and will correct them individually to observe the difficulties.

Session 4: Reading, listening and pronunciation.

- **ACTIVITY 1:** Reading “Lottery winners”. Students will read about the “El Gordo prize” in Spain and people telling how they will use the money if they won the prize. **Goal:** to improve the reading comprehension of pupils and to put in practice one of the written skills once the main tools of the unit (grammar and vocabulary) has been introduced. **Time:** 30' **Grouping:** individual **Description:** pre-reading (discussion and prediction of difficult words). The teacher and the pupils analyze a set of new words that appear in the text and try to predict the possible meaning. While-reading: students have to complete three reading comprehension exercises: first a exercise to determine if the statements are true or false and correct the mistakes in false sentences, then answering a set of wh-questions and finally replacing the words in bold letters with the “words to know” of the text. **Extra task for fast finishers:** they have to use the new words in another context and have to create a sentence with each one. Post-reading: write a short paragraph about the things you will do if you won a lottery prize.
- **ACTIVITY 2:** listening: “a waste of money”. **Goal:** to understand an oral text and to promote a responsible attitude towards money. **Time:** 15' **Grouping:** individually. **Description:** pre-

listening: first of all, students check if they know the meaning of the words presented. If not, they are encouraged to use the dictionaries available in the class to look for the meaning of the words. They read the questions and predict the possible content of what they are going to listen to. Then, they listen to the recording. While-listening: they have to say what the main point of the argument is (they have four possible answers) Finally, they listen to it again and answer the questions given.

- **ACTIVITY 3**: pronunciation. **Goal**: to distinguish the phonemes /s/ and /ʃ/. **Time**: 10' **Grouping**: individually. **Description**: The teacher tells the students to listen to different words and repeat them. They have to say where the stress is in each word. After that they copy a chart and write each word in the correct column /s/ or /ʃ/.

Session 5: Speaking and Writing.

- **ACTIVITY 1**: grammar presentation. **Goal**: to say the cause and effect of something. **Time**: 15' **Grouping**: individually. **Description**: Students are presented a chart with the uses of connectors of cause and effect (because, therefore, so, since). Then, they do some grammatical activities about connectors: filling gaps activity and choosing the correct answer activity (**activities at two levels**). These activities are corrected openly.
- **ACTIVITY 2**: Speaking. **Goal**: to improve oral communication and to put in practice the previous grammar. **Time**: 10' **Grouping**: group-work. **Description**: Students are challenged to do a short debate: Should parents pay a salary to their children? Give reasons.
- **ACTIVITY 3**: Writing a short text. **Goal**: to improve writing skills and to put in practice the vocabulary, grammar and linguistic function of the unit (money, first conditional and giving reasons). **Time**: 30' **Grouping**: individually. **Description**: pre-writing: First, students read a short text titled "How to spend 100.000 Euros –but not on yourself". Next step is to analyse the structure of the text, paying special attention to connectors of cause and effect. Writing: Students have to write a text about what they will do if they won the lottery but they can't spend it on themselves. They have to think about at least four things to do with the money and give reasons. They have as a model the text previously read and they are also given a chart with useful language. Those who do not finish it in class will do it at home (homework).

Session 6: CALL lesson and explanation of the final task

- **ACTIVITY 1**: reinforcement and extension activities on-line using the teacher are delicious. **Goal**: to improve the digital competence of students and to consolidate and extend the contents of the unit. **Time**: 40' **Grouping**: in pairs (strong-strong), (weak-weak). **Description**: the teacher acts as instructor and explains the pupils the procedure: to start the computers, go to his delicious page and the type of activities they have to do (reading, writing and listening activities for strong

students) and grammar and vocabulary activities for the rest apart from a short reading comprehension. Once the pupils are in the correct website the teacher becomes the provider helping them with possible doubts when fulfilling the tasks. Finally, they make a brief summary.

- **ACTIVITY 2:** explanation of the final task (webtask). **Goal:** to put in practise what they have learnt throughout the unit to fulfil a functional task, to practice the transversal topic (education for consumerism) and to apply it to their daily lives. **Time:** 10' **Grouping:** explanation: teacher-whole class/ final task: in groups of five. **Description:** explanation of the final task to pupils: in groups of five they have to investigate about young people with money to spend. First, they answer a set of questions about how young British people spend their money surfing the links given. Then they surf another two links to find out how Spanish teenagers spend their money. Finally, they have to prepare a report (in a poster) about the top-five things on which Spanish and British young people spend their money and how much money they spend on them. Then, they should offer five ideas of how to spend money but not on themselves and a 10-minute presentation about it. They have to do the task as homework.

Session 7: Presentation of the web task.

- **ACTIVITY 1:** give back the corrected copies of the reinforcement and extension activities and commenting on the most common mistakes on the blackboard. (5').
- **ACTIVITY 2:** presentation of the final task (web task). **Time:** 50' **Grouping:** in groups of five. **Description:** the groups have to present in ten minutes the result of their surveys and have to stick the poster on the wall.

4. ATTENTION TO DIVERSITY.

The design of the activities has been made with the consideration of **attention to mixed-ability classes** and taking into account three levels in the classroom: the average one, attention to strong learners and to weak ones, apart from providing activities for fast-finishers. This is reflected in the unit through the presence of extra-tasks in the different sessions which will be performed in the classroom, extension and reinforcement activities as homework corrected by the teacher individually to diagnose the level of the students and a CALL session in unit 6, in which pupils will reinforce and extent the knowledge acquired through the unit fulfilling exercises on line.